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ABSTRACT

This teachers' manual cutlines the design, development, and evaluation processes for Learning Activities Packages (LAPS), including mediated learning activities. A lesson plan for the first day's instruction is provided, as well as a 20-item pre-post test. Each LAP has five components: concept, rationale, objectives, preassessment, activities, and evaluation. Each of these components is outlined and guidelines are provided for writing instructional objectives and performing student assessments and course evaluations. Specific activities described are scripting, storyboarding, slide production, lettering techniques, transparency development, laminating, dry press mounting, audiotape production, and display board design and layout. (HAC)

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PRODUCING

LEARNING ACTIVITIES

PACKAGES

-INSTRUCTOR'S MANUAL-

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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Intermediate Unit #19

and

Pennsylvania Department of Education
Bureau of Instructional Support Services
Division of Educational Media

IR007365

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LEARNING ACTIVITIES PACKAGE--lesson plan

1st day

1. Introduction--names and subject areas. Sign a sheet.
2. Communication game
   a. Groups make 5 squares (not all exactly measured pieces)
   b. Verbal or nonverbal
3. Slide/tape program about LAP
   a. Review as to what will be expected
   b. Rationale--statement of purpose for student
   c. Objectives--who, what, how well, conditions measurable
   d. Pre and post assessment: types oral, audio-visual, written
   e. Activities
   f. Evaluation
4. Demo of LAP--Indian program
   a. Metric Man
   b. Children's Literature
   c. RISE UNIPACK CATALOG
   d. PAMPHLET--Review contents
   e. Review with group
      Rationale, goal, objectives, evaluation, etc.
      activities--parts of appendix
5. Pretest and participant's data sheet

BREAK

6. Rationale--write paragraph to students to explain why study LAP and involvement in curriculum
7. Objective writing
8. Activities
   a. Slide tape: Effective visual presentations (Kodak)
   b. Simple slide making; mention possibility of copy stand work
   c. Scripting
   d. Lettering

Assignments for Learning Activities Packages Program

First Day:

1. Rationale
2. Objectives
3. Script
4. Pictures for slides

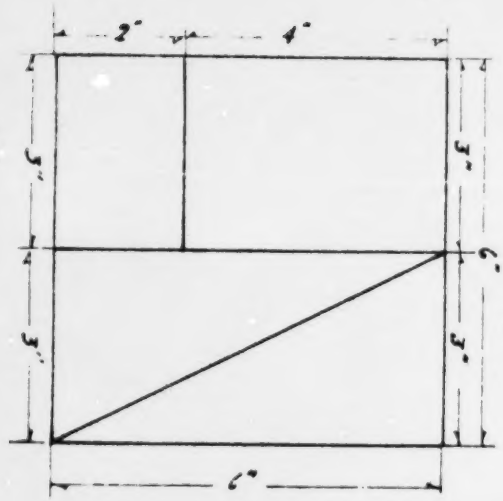
Second Day:

1. Develop pre and post assessments in relation to objectives
2. Develop a plan and/or materials for evaluating your package
3. Develop activities related to objectives

Third Day: Prepare a plan for implementation of LAP into curriculum

Fourth Day: Work on activities related to objectives

1,



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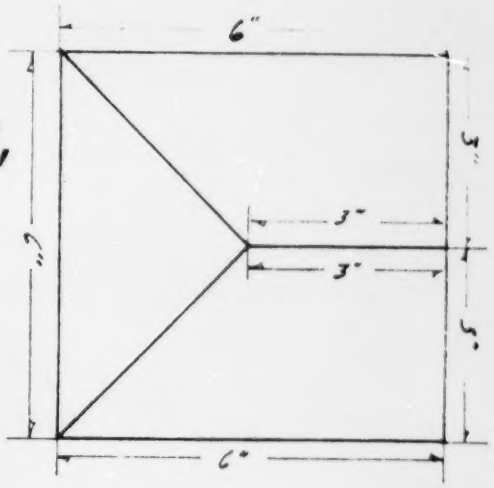

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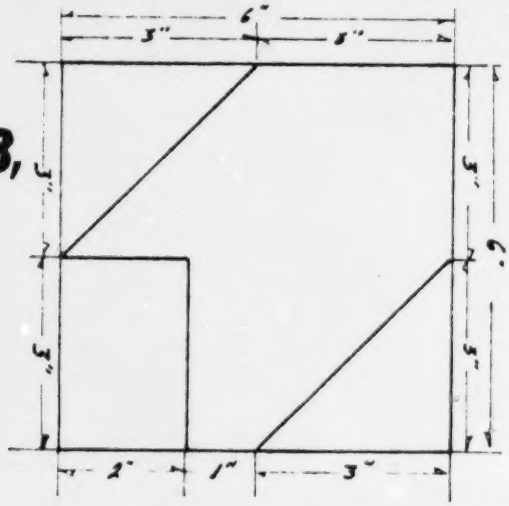

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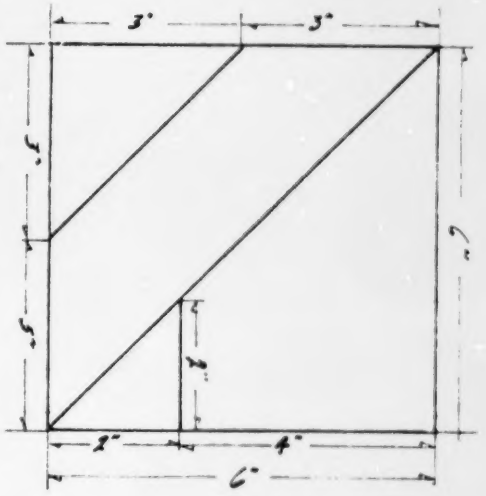

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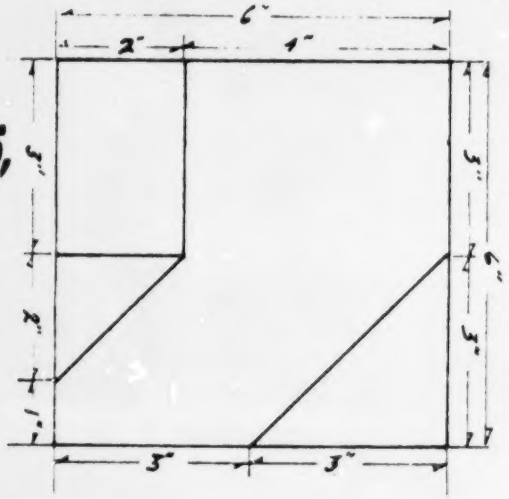

THE COMMUNICATION GAME

Pennsylvania Department of Education
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Pre-Post Test

1. Which of the following is not part of a behavioral objective:

   a. what skill the learner will demonstrate
   b. the activities used to accomplish the objective
   c. the conditions under which the learner will demonstrate their achievements of the objective
   d. how well must the learner perform
   e. who will be accomplishing the objective

2. Which of the following statements is not a behavioral objective:

   a. The students will list from memory 3 oceans.
   b. Using a screwdriver the learner will tighten 3 screws in two minutes.
   c. After reading chapter 12 in the text the student will answer ten questions at the end of the chapter.
   d. The student will appreciate classical music after attending a concert.

3. Place the following activities in their proper sequence for preparing a script.

   _____ shot list

   _____ script

   _____ treatment + outline

   _____ storyboard

   _____ rationale

4. T-F When planning an 8mm film, videotape, or slide show with an audio + track, the pictures and narration should be complimentary.

5. Which of the following is a good method for mounting photographs?

   a. thermal copying
   b. diazo
   c. drymounting
   d. simple copystand

6. Which of the following methods does not use heat?

   a. thermal copying
   b. drymounting
   c. laminating
   d. dry transfer for lettering

7. The best means to give body and strength with flexibility to a picture or map would be:

   a. drymounting
   b. rubber cement mounting
   c. heat sensitive cloth backing
   d. lamination

8. Lamination is used for all but one:

   a. protecting pictures, maps and documents
   b. the first step in colorlifting
   c. sealing flat specimens such as leaves in plastic
   d. pressing things flat

9. What type of paper must the pictures be printed on for the colorlift process to be successful:

   a. rag bond
   b. glossy bond paper
   c. clay based paper
   d. bio-degradable paper

10. All of the following will produce transparencies suitable for the overhead projector except one:

    a. thermal process
    b. diazo process
    c. drymount process
    d. colorlift process

11. The best method for adding color to a large area of an overhead transparency is:

    a. colored cellophane
    b. felt tip pens
    c. colored transparent adhesive
    d. poster paint

12. T-F The most important thing to remember in producing a hand made transparency is the color scheme.

13. T-F The thermal process for making overhead transparencies will work with any black ink.

14. Which of the following companies are not a source of commercially prepared overhead transparency masters:

    a. McGraw-Hill
    b. Technifax
    c. 3-M
    d. Kodak

15. When making a diazo transparency the image will appear:

    a. where the u-v light does not reach the film
    b. where the u-v light does reach the film
    c. wherever the ammonia reaches
    d. where the heat is applied

16. T-F In mounting a transparency, the base cell of the transparency should be stapled to the front of the mounting frame.

17. T-F The best way to insure registration of your overlays is to mount them all on the same edge of the front of the frame.

18. When recording a narration, best results are obtained when:

    a. the volume is as low as it can go
    b. the volume is as high as it can go without going into the red on the vu meter
    c. the microphone is hand held

19. T-F The Ektagraphic Visualmaker kit is used to take slides.

20. T-F There is an adjustable lens opening control on the camera of the simple slidemaking copystand.

Learning Activities Packages

Learning Activities Packages in the form developed by the NOVA schools in Ft. Lauderdale guide students through a structured program of learning materials. The Learning Activities Packages are frequently used in individualizing instruction.

Although in this course, we will not all be making Learning Activities Packages in the traditional sense, there is a basic system, or process in planning that is useful in developing any instructional materials.

Each Learning Activities Package has six basic components: the concept, rationale, objectives, preassessment, activities and evaluation. In planning a LAP:

1. Choose a CONCEPT or area of coverage for the Learning Activities Package. Narrow it to a simple idea at first.

2. Write a RATIONALE. This is a short paragraph that tells the students how the LAP fits into the curriculum and justifies why it is being studied.

3. Write OBJECTIVES. These must be measurable and tell the students how well they are to perform when they finish the package, under what conditions and to what extent they must perform to meet the objectives.

4. Prepare a PREASSESSMENT to determine if the student needs the package. If the teacher is reasonably sure that the material is new, a pretest is not always necessary. The pretest must be based on the objectives.

5. Plan learning ACTIVITIES for each objective. These are the means for the students to accomplish the objectives. Activities should be multimedia such as a slide/tape program, transparencies, bulletin boards, games, etc. and accommodate a variety of learning styles.

6. In planning for the EVALUATION of the Learning Activities Package, consider student accomplishment on the measurable objectives and the overall performance of the package. These can be evaluated through the pre and postassessments given to the students and a course evaluation form or item analysis of the posttest questions.

In conclusion your Learning Activities Package should include:

1. A general cover sheet stating the concept.

2. A rationale.

3. Objectives.

4. Pre and postassessments.

5. Activities for the objectives.

6. A method of evaluation.

Program Applications:

Learning Activities Packages can be used to individualize the learning environment by using them in individual learning centers throughout the classroom. The curriculum ideally in this setting would include a series of LAPs that students could progress through at their own individual pace.

Learning Activities Packages can be usefully integrated into the conventional system by providing for:

1. An independent study program.

2. Indepth studies for the gifted students.

3. Remedial activities.

Not all LAP activities need to be individualized, they have applications in large or small group situations as well. A multimedia activity could be used as a large group introductory or motivational experience and appear later as an individual activity.

Learning Activities Packages can change the classroom climate. The teacher takes on an advisory role assisting students with their individual experiences rather than the center of the classroom. Students become learners participating actively in their learning experience.

Rationale

What is a Rationale?

A "rationale" answers that perennial student question, "Why should I study this?". It also answers, "Why should I teach this?". Too often we teach something just because it is the next chapter or similar reasons. In writing a "rationale" you help yourself to get a clear cut idea of what you are really teaching and why, which can be reassuring. It may also be disturbing, at times, to find out that there really is no good reason for the topic. However, this will free you to cover other topics.

As you prepare your "rationale" it should be addressed to the student. It can take the form of a written paragraph, a brief verbal explanation, or even be included as part of a brief introductory presentation.

The "rationale" should explain how the topic fits logically into the curriculum, and why it is important to learn it (eg. it is necessary to the understanding of future material, or it will enable them to cope with life situations).

In its simplest terms, a "rationale" is a justification to the student (and yourself), explaining why they should spend their time learning the subject. It tells the student three things - where they were, where they are and where they are going.

Method: Teacher demonstration
Examples using the overhead

Materials: Two overhead transparencies with examples

Examples:

A. Wherever we look, in the library, in the telephone directory or the dictionary, information is arranged in alphabetical order. In this L.A.P., you will be learning how to alphabetize words up to the third letter, so you can find the information you want.

B. As our natural fuel resources such as oil and coal run short throughout the world, we will be increasingly pressed to develop alternative forms of energy in our lifetime. In this L.A.P. you will be exploring wind, thermal and solar energy and their practical application to our energy demanding lifestyle.

Objective Writing

Outline of Material to be Covered:

I. Why write objective?

Evaluate program and student

II. Importance of measurable behavior

III. Parts of behavioral objective

A. Who is the objective addressed to?

B. What behavior will the learner demonstrate?

C. Conditions under which behavior will take place.

D. How well behavior will be performed.

Method:

I. Pre-test (optional)

II. Transparency on parts of objective

III. Take apart samples-red samples (OH)

Cards with overhead

IV. Correct examples

Cards with overhead

V. Group write objectives from suggested topics

Use overhead

VI. Each person writes objectives from suggested topics

Use overhead

VII. Post-test (optional)

VIII. Persons begin writing objectives for individual programs

Materials: Pre- and post-test

Samples on index cards

Grease pencils

Transparencies

Overhead projector

EVALUATION PROCEDURES

Evaluation is an important part of the implementation of any instructional program. It breaks into two basic areas: student assessment, which monitors the student's progress and program evaluation, which attempts to measure the effectiveness of the materials and presentation.

OUTLINE OF MATERIAL TO BE COVERED:

I. STUDENT ASSESSMENTS

- directly related to the objectives

- tests both student's progress and effectiveness of program

A. Types of Student Assessments

1. Formal

a. Pre-Test - will determine student's track within the program or their need for the program.

b. Post-Test - should be consistent with the pre-test as to format and objectives tested, although actual questions may vary.

(1) a post-test may be given all at once or at the conclusion of each objective.

2. Informal

a. subjective teacher judgements

b. review of student records

B. Using Different Evaluation Mediums

1. Slide/Tape (eg. a drill sequence, or question-response-answer series, etc.)

2. Transparencies - for group drill, identification, etc.

3. Pencil and Paper Test

4. Audio Tape - combined with answer sheet

5. Picture Identification -

6. Physical Performance - of skill

7 Observed Behavioral Change

II. PROGRAM EVALUATION

A. Why Evaluate Your Program?

Before industry markets a product, it is tried out and revisions made based upon its performance. The same care should be applied to any materials prepared for the classroom.

Materials should be evaluated for both effectiveness and acceptance, then modified in accordance with the results of the evaluation. An ongoing program of re-evaluation will help to weed out weak points in your materials.

Some of your evaluation will be based upon your personal observations. At other times you may wish to utilize more formalized evaluations such as student's tests and comments.

Consistently poor student performance in one area taught by your materials does not indicate mass ignorance, but rather a weakness in your program. It is the rare person who creates the perfect product on the first try.

B. How to Evaluate Your Program

Evaluations can take several forms, they can be the informal observations of the instructor or other observers. Often this type of evaluation will relate more to the student's reactions.

A more formalized approach to program evaluation would be through the use of forms questioning the students about various aspects of the program.

The most objective means of evaluating a program would be an item analysis of the student's post-tests. This method can pin-point specific weak spots within the program, and allow the instructor to revise specific objective related activities.

METHOD: Teacher Demonstration and Discussion

Activities

The activities are the heart of the LAP, they are experiences that lead the student to accomplish the objectives.

Two kinds of activities can be offered in the LAP, those required and activities that the students can choose. They should also provide an opportunity for students to learn in the best way for them. Therefore different approaches in activities should be provided to allow for different student learning styles both in levels and types of activities.

In choosing the different types of activities that will be included in the LAP, consider commercially available materials as well, such as filmstrips, tape recordings, books, etc.

Students need to be involved in their learning process and be more responsible for their own learning. Activities could be developed by students themselves for those students with a particular interest, they should be allowed to write a proposal outlining their activities to meet the LAP objectives.

Activities must involve students in <u>doing</u> as well as <u>receiving</u>. Many of the school activities are considered <u>intake</u> learning experiences. These are activities such as viewing, observing, reading, etc. To provide for a well rounded learning experience, choose a variety of activities from each of the following learning categories: intake, organizing, demonstrating and expressing and creating.

> <u>INTAKE</u> of information, usually a path of experience such as viewing, observing, etc.
>
> <u>ORGANIZING</u> information that has been internalized in anticipation of being used such as map making, outlining, etc.
>
> <u>DEMONSTRATING</u> what they've learned, displaying new skills such as discussions, murals, etc.
>
> <u>EXPRESSING AND CREATING</u> an original product where the newly acquired material is used to synthesize a new product.

All four of these types of activities are essential if learning is to take place (see chart next page for further examples).

In Summary:

1. Activities must be related to objectives
2. A variety of options should be made available
3. Let students create their own activities
4. Provide a variety of levels of activities
5. Provide activities from intake, organizing, demonstrating and expressing learning categories
6. Instructions for the LAP must be explicit

EXAMPLES OF LEARNING ACTIVITIES IN EACH CATEGORY

	Intake *	*Organizational* *	*Demonstrative* *	*Creative* *
READING	books	outlining	role-playing	solving problems
	articles	chart-making	discussing	inventing new uses for things
	magazines	graphing	writing	composing songs or poetry
	newspapers	mapping	drawing	writing essays or stories
	dittoes	time-line building	question-asking	role-creating
	labels	diagramming	reporting	mimeing
	advertisement	arranging	explaining	painting
	circulars	note-taking	analyzing	writing fiction
	pamphlets	filing	generalizing	question-forming
	handbills	question-answering	building	cartooning
	posters	question-asking	singing	hypothesizing
	experiment	stating	dancing	predicting
	films	re-stating	modeling	drawing
	slides	building	describing	singing
OBSERVING (looking, watching, seeing, photographing, etc.)	filmstrips	summarizing	debating	dancing
	pictures	writing	photographing	photographing
	drawings	identifying	reacting	proposing
	paintings	categorizing	story-telling	building
	photographs	choosing	preparing murals	creating a mural
	people	recording	applying	discussing
	buildings	experimenting	sketching	
	television	ordering	choosing	
	records	sorting		
	guest speakers			
LISTENING TO	lectures			
	music			
	debates			
	discussions			
	radio			
	objects			
	artifacts			
TOUCHING	buildings	TASTING	foods	
	natural environment		liquids	
	speakers			

*Some activities legitimately fit into more than one category, depending on the purpose behind the activity.

Scripting

Outline of Material to be Covered:

I. Why script?

- A. Planning process
- B. Organize ideas
- C. Give continuity to ideas
- D. Insure proper visuals--provides relationship between visual and oral

II. Steps in Scripting

- A. Idea or goal, what the audience is to learn
  - 1. Analyze the audience
    - a. Who is it, age, sex, education, occupation, etc.?
    - b. How much do they know of the subject?
    - c. What are their beliefs, prejudices and interests?
    - d. How much can they understand at a time?
    - e. Why is the audience here?
- B. Treatment, how it will be presented
  - 1. Humorous vs. Serious
  - 2. Documentary vs. Contrived Story
  - 3. Dialogue vs. Narration
  - 4. Satire
  - 5. etc.
- C. Shotlist, decide on visuals
  - 1. Presentation--what shots will be included
  - 2. Put on index cards
  - 3. Think visually (more efficient learning and combined with sound good retention factor)
  - 4. Eliminate all unnecessary items and shots
  - 5. Plan a variety of types of shots
  - 6. Have objective for each shot, why is it included?
- D. Story board-organizing shotlist
  - 1. Sequence
  - 2. Look for good transitions
  - 3. Logical sequence of events
  - 4. Insure all needed shots
  - 5. Add rough dialogue to cards
- E. Write script
  - 1. Script layout--3 columns
    - a. Visual (picture, sketch, verbal description)
    - b. Narrative of verbal script
    - c. Music, effects, background
  - 2. Planning the narration
    - a. Have narration compliment the visual
    - b. Don't tell what's literally on the screen; instead supplement and interpret
    - c. Keep it short, simple and conversational

III. Checklist for Scripting

- A. Does this slide relate to my objectives?
- B. Does this slide relate to the previous one, is there continuity?

C. Does this slide show one main idea, is it clear and concise?
D. Is the idea presented effectively?
E. Have unnecessary elements been eliminated from the slide?
F. Are the titles readable, is there too much information?
G. Are the narration and visual representation complimentary, does the narration distract from the slides?

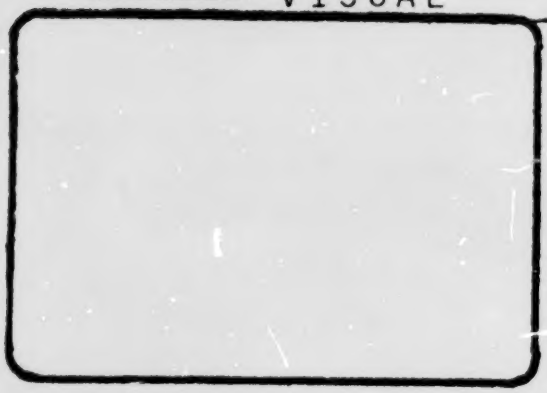
IV. Make a script like a short story, have a beginning, middle and an end

Methods:

A. Show Children's Literature program, with script of the program
B. Show Metric Man
C. Show Kodak planning program or other acceptable program
D. Teacher demonstration
   1. Steps in scripting
   2. Audience analysis
   3. Planning shotlist and narration
   4. Checklist for scripting
E. Storyboarding exercise (visual sequencing) AECT visual literacy cards
F. Polaroid exercise, creating a visual story

Materials:

1. Overhead projector
   a. Audience
   b. Scripting steps
2. Charts
   a. Checklist
   b. Scripting steps
   c. Sample script
3. Slide-tape programs
   a. Children's Literature program
   b. Metric Man program
   c. Kodak program or substitute
4. Storyboards
   a. Storyboard cards--AECT visual literacy cards
   b. Storyboard boards
   c. Blank index cards
5. Polaroid camera and film

NO. _____ VISUAL	NARRATION	SOUND
		
NO. _____		
NO. _____		
NO. _____		

Neat Area
Projected Area--35mm slides--3:2
Television Format--4:3
Projected Area--Filmstrip & Movie
7:5 ratio
7 6 5 4 3 2 1 1 2 3 4 5 6 7
7 6 5 4 3 2 1 1 2 3 4 5 6 7

Art Work Formats of 35mm slides, Filmstrips, Movies and TV

Simple Slide Making

Outline of Materials to be Covered:

I. Display and demonstrate Ektagraphic Visual Maker

Set up and operation
Availability

II. Show slides, demonstrate how each was taken

A. Large stand--handle
   1. Use
   2. Handle
   3. Masking
B. Small stand
   1. Cropping
   2. Enlargement
C. Post processing masking
D. Macrophotography of objects
E. Titling
   1. Three dimensional letters
   2. Cut-outs from magazines and newspapers
   3. Dry transfer
      on acetate
      on plain background
      on mask
   4. Primary typewriter
F. Color tinting
   1. To change white background
   2. To influence mood of picture

III. Checklist for effective slides

A. Don't use picture that extends over a double page in a book
B. Mask off unnecessary writing
C. Compose pictures effectively when cropping (center pictures not filling the frame)

Method: Slide tape presentation
Teacher demonstration

Materials: Slides--the Ektagraphic Visual Maker program
Slide projector
graphic kit
Ektagraphic Visual Maker

Lettering Techniques

Outline of Materials to be Covered:

I. Legibility and lay-out

- A. Spacing
- B. Contrast
- C. Simplicity
- D. Balance
- E. Left-to-right eye movement
- F. Center of interest

II. Techniques to demonstrate

- A. Felt-tip markers
- B. Speedball pens
- C. Technical fountain pens
- D. Stencils
- E. Dry transfer
- F. Letteron (changing the tape)
- G. Varigraph, different sizes and slants

Method: Teacher demonstrations followed by "hands-on" experience by participants.

Materials needed: Lettering devices

Varigraph chart

Handmade Transparencies and Masters

Outline of Materials to be Covered:

I. Planning

- A. Plan your transparency, consider spacing, use transparency grid
- B. One idea for each transparency
- C. Keep it simple!
- D. Don't overcrowd!
- E. Make it legible!
- F. Use letters no smaller than 1/4"
- G. Keep it visual!
- H. Overlay registration

II. Transparencies on clear acetate

- A. Lettering techniques
  1. Permanent felt tip pens
  2. Dry transfer lettering: black-opaque; colored-translucent; (many styles and sizes)
  3. Letteron tape
  4. Grease pencils
  5. Special India ink, colors and black
  6. Hand writing with a speedball or technical fountain pen
  7. Varigraph
  8. Stencils
- B. Adding color to acetate
  1. Color adhesive
  2. Colored tape
  3. Felt tip markers
  4. Overlays--mounted in fixed position

III. Handmade masters for thermal transparencies

- A. Must be carbon based, not all black ink is carbon
  1. Newspapers
  2. India ink (best results)
  3. Pencils
  4. Xerox (solves problems and increases master sources)
  5. Coloring books
  6. Workbooks
  7. Some magazines
  8. Mimeograph and offset printing
  9. Typing
- B. Things that will not work as masters for transparencies:
  1. Ditto pages
  2. Ball point pens
  3. Dry transfer letters
  4. Felt tip magic markers (these are good for guidelines on masters)
- C. Use same planning techniques as above, Part I

IV. Masking, selectively covering areas of a transparency

A. Uses
   1. Develop lesson in proper sequence
   2. Reveal little information at a time
   3. Direct students' attention to specific points
   4. Use as a game or test
   5. Heighten anticipation

B. Types of masking
   1. Hinged: doors or strips
   2. Spot
   3. Folded
   4. Sliding
   5. Circular

V. Overlays

A. Uses
   1. Progressive development of an idea
   2. Controlled pace
   3. Put together parts

B. Mounting
   1. Base cell, this is best as a black line image--on clear film
   2. Registration of overlays
   3. Hinges (Mylar or masking tape) or brass tack in corner
   4. Lift tabs
   5. Same side or all sides
      Fixed sequence or random sequence

Method: Teacher demonstration
"Hands-on" participation

Materials: Acetate
Typing paper
Lettering devices
"Polishing Your Transparencies" handout

Thermofax or Heat Transfer

Outline of Material to be Covered:

I. The Thermofax Machine

- A. Heat transfer--attracted to carbon
- B. Carbon master
- C. Settings
- D. Transparencies
  1. Film, notch, types of film and purpose
  2. Colored film, sequence of layers
- E. Thermal ditto masters
- F. Laminating
- G. Infrared mimeograph stencils

II. Masters

- A. Handmade--carbon based (see III of Handmade Transparencies and Masters)
- B. Commercially prepared
  1. Altering masters: thin paper, masking tape, adding, deleting, changing
- C. Face up, film on top
- D. Using thermal copy as a master

III. Thermal slides

- A. Plan space on master--various sizes (126, 135)
- B. Draw with carbon based source
- C. Make transfer in Thermofax machine
- D. Mount slide

Method: Teacher demonstration
"Hands-on" participation

Materials: Thermofax machine
Thermofax materials
Typing paper
Carbon instruments
3M Master Library

Laminating and Colorlifting

Outline of Material to be Covered:

I. The Roll Laminator

- A. Heat and pressure process
- B. Equipment operation, warm-up time, guiding out back
- C. Oversized materials
- D. Specimen materials
- E. Different thicknesses of posterboard
- F. Conserving film
- G. Advantages--same as those under laminating under Dry Mount Press

II. Making a colorlift transparency

- A. Type of paper (clay-based) test
- B. Laminate
  1. Clear contact paper
  2. Roll or press laminator
     - a. Back to back
     - b. Several times
     - c. Trim
- C. Soak
  1. Warm water
  2. Detergent
- D. Release and wash off clay residue
- E. Mount
  1. Clear contact paper--acetate backing
  2. Relaminate if needed

Method: Teacher demonstration
"Hands-on" participation

Materials: Laminator and film
Contact paper
Clay-based magazines
frames, tape
Clear acetate
"How to Make Colorlift Transparencies" handout

The Dry Mount Press

Outline of Material to be Covered:

I. The Dry Mount Press

- A. Equipment operation--times and temperatures--release paper
- B. Tacking iron

II. Dry mounting 225°-250° for 15 seconds

- A. Dry materials first
- B. Dry mount tissue, like sheet of heat sensitive glue
- C. Method--trimming materials, using the tacking iron
- D. Repairing ripped materials
- E. Match cut mounting
- F. Advantages
  1. Last longer
  2. Protects

III. Laminating 275°-325° for 2 minutes

- A. Dry materials first
- B. Laminating film--2 sides of the material
- C. Method--2 sides, single side, tacking and trimming
- D. Advantages
  1. Protects
  2. Write on with grease pencil
  3. Making games

Why use dry mount press as opposed to roll laminator--economy of materials, size and/or shape of object being laminated

IV. Cloth backing 180°-225° for 5-10 seconds

- A. Chartex--2 sides of material
- B. Method--mounting, hinging
- C. Advantages
  1. Flexible
  2. Protects--against tearing

Method: Teacher demonstration
"Hands-on" participation

Materials:

- Dry mount press
- Dry mount tissue
- Cloth backing
- Mounting board
- Paper cutter
- Rulers or straight edge
- Tacking iron
- Laminating film
- Pictures
- Scissors
- X-acto knives
- "Drymounting--need not be a monstrous operation" handout

Making an Audio Tape

Outline of Material to be Covered:

I. General narration tips

A. Microphone placed 12" from mouth, on table-speak across the microphone

B. Script handling

C. Jewelry

D. Pronunciation

E. Pause and slide advance signal

II. Operation of:

A. Wallensak 2550 or other cassette recorder with pause control and VU meter

B. Record player w/pause control

III. Recording

A. Pause controls

Changing music

B. Fade in, fade out of music

C. Audible signal

IV. All class members have practice session using equipment

Method: Teacher demonstration

"Hands-on" participation

Materials: Hand out: "Making an Audio Tape"

Chart of directions and equipment operations

Display Boards

Outline of Material to be Covered:

I. Bulletin Boards

A. Planning
   1. Develop goals
   2. Draw layout
   3. Keep simple
   4. Use only one or two ideas

B. Make integral part of the program
   Active versus passive

C. Types of materials
   1. String
   2. Paper, cloth
   3. Boxes
   4. Straws
   5. Pictures, original, magazines, books
   6. Styrofoam

D. Letters
   1. Cutout
   2. Stick pins
   3. 3-D
   4. Hand drawn

E. Advantages
   1. Visual
   2. Can organize materials
   3. Can build display day by day
   4. Sets mood
   5. Reinforce other parts of a lesson
   6. May be source of individual activities

II. Flannel and felt boards

A. Planning (same as above)
B. Make integral part of the program
C. Type of materials used:
   1. Flannel
   2. Felt
   3. Sandpaper
D. Letters (types of materials)
E. Advantages
   1. Moveable
   2. Develop concepts step by step
   3. Student can handle
   4. Develop display piece by piece
   5. Useful for student drill
   6. Materials available inexpensively

III. Hook and loop board

A. Planning (same as above)
B. Make it integral part of the program
C. Materials needed
   1. Velcro
   2. Double sided tape
D. Letters available with hook on back
E. Advantages
   1. Realia
   2. Holds weighty objects
   3. Develops display piece by piece
   4. Can do demonstration on vertical for ease of classroom observation
   5. Moveable
   6. Visual

IV. Magnetic Board

A. Planning (same as above)
B. Make integral part of the program
C. Materials needed
   1. Magnetic metal sheet
   2. Magnets and/or magnetic strips
   3. Letters if available
E. Advantages
   1. Moveable
   2. Develop display piece by piece
   3. Can do demonstration on vertical for ease of classroom observation
   4. Visual

Method: Teacher demonstration

Materials:
a. Flannel board
b. Hook and loop board
c. Magnetic board
d. Magnets
e. Double sided tape
f. Sandpaper

FOR THERMAL SLIDES

Please... stay within the 4 dots - they are guides 35 mm slide mounts